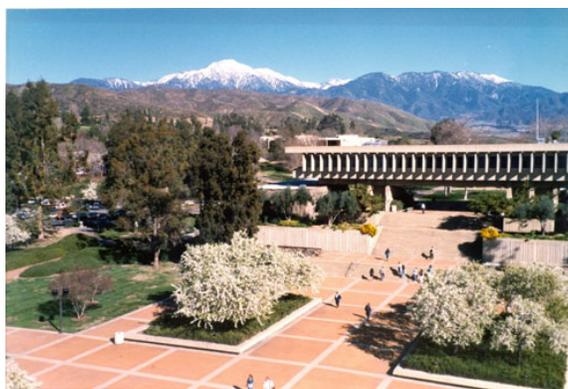# CurricUNET
User's Guide

Crafton Hills College

2009-2010

Crafton Hills College
11711 Sand Canyon Road Yucaipa, CA 92399
www.craftonhills.edu

Contents

Logging On to CurricUNET

To get to the CurricUNET program, you need to enter the web address http://www.curricunet.com/crafton into your web browser. Internet Explorer works best for PC computers and Firefox works best for Macs.

Once on the CurricUNET site, you will need to log in, if you do not know your login or password, please contact the curriculum chair and these will be given to you. Once logged in, you can change your login or password. If you ever forget your login or password, contact the curriculum chair to retrieve this information.

Search

CurricUNET allows you to search through existing course outlines using a variety of search criteria combinations.

1 Scroll down to the Search area

2 Click the desired Search link

3 Enter criteria into one or more fields

Security

CurricUNET is only available to authorized users. Each authorized user is assigned a user name and password. Your user name and password identify you to the CurricUNET system. Only the originator and other authorized users have the ability to view and edit a course proposal in the pre-launch state.

Functions are also assigned to each user. The function allows the user to approve course proposals at a given time. See approvals.

Icon Definitions

This icon, when clicked, allows a user to view a Course Syllabus. *(Not Currently Available)*

This icon, when clicked, allows a user to view a Course Comparison Report.

This icon, when clicked, allows a user to edit individual instructor syllabi. *(Not Currently Available)*

This icon, when clicked, opens your word processing program so you can view a word format.

This icon, when click, allows you to view, edit or create user approval functions.

This icon, when click, allows you to view, edit or create user originator functions.

This icon, when click, allows you to view, edit or create user roles.

This icon, when clicked, allows you to view help pages

This icon, when click, allows you to spellcheck the information you have entered into a text area.

This icon signifies if a course or program area is complete.

This icon, when clicked, copies an existing course for modification and new course submission.

This icon, when clicked, deletes a course, program or other information.

This icon, when clicked, allows you edit general information.

This icon, when clicked, allows you to insert above.

This icon, when clicked, allows you to insert below.

Approvals

Overview

Once you create a course, it is automatically put into the approval process. The first step, Origination, will already be complete. You can stop the process at any time, up to the launch, by deleting the course. Once the course has been launched, you can no longer edit or delete the course.

There will be several individuals reviewing, approving, suggesting changes to and possibly disapproving your course. After each approval step is completed, an email will be sent to the appropriate people notifying them of the step completion. As the originator, you will need to launch the course once the Articulation Officer, Librarian Multimedia Specialist, Assigned Discipline Dean Review and Discipline Faculty Review approval steps have been completed. You will not be allowed to launch the course until all course entry screens have been marked complete. By launching, you send the created course into the final approval process.

You can track each step of the approval process by clicking the My Approvals text link on the main menu and selecting a role from the drop down list. Once you are at the approval screen, you will see a list displaying the steps needing processed. If all previous required steps have been approved, you will be able to click on the Action button and a pop-up window will appear where you can enter comments and select an action.

To get out of the screen, click the back button on your browser and you will be returned to the main approval screen.

Approvals Area Selection

This screen shows the courses, programs and packages currently in the approval process.

The subject area, course, program or package number and the step and level for each course, program and package in the approval process will be displayed. To the right of this information there is an Action button. When you click on this button, it allows you to view the approval process step that the course, program or package is currently in.

Standard Approval

This is the standard approval screen for all the approval steps.

On this screen you will see important course, program and package identification information as well as an area to enter comments. The last item on the screen is a list of actions that can be taken on the approval step. This list changes depending on which step the approval process is in.

Select an Action from the drop down list and click on the Save button in the lower right hand corner of the screen. This will save your action and comment, move the course, program or package to the next approval step and return you to the Approval Process screen.

Note: You must select and save an Action or the approval process will not continue.

Originator Approval (Launch)

The originator will not be able to launch a course, program or package until all previous approval steps and entry screen sections have been completed.

This screen is where the originator will launch the course, program or package into the final approval process.

Once all approval and entry screen sections have been completed, the course, program or package can be launched into the final approval process by clicking on the Submit button and then clicking the Create Approval Process button.

Course Outline

Creating Outline Reports

To create an outline report for a course or program: Find the course/program information by using the search screens.

To search for a course: Click on the Course text link found in the Search section of the main menu. This will take you to the Course Search where you will enter the search criteria and click OK. This will take you to the Course Search Results screen.

On the search result screen, clicking the ▓ icon will generate a PDF document for you to save or print out as you see fit. When you click on the icon you will be asked if you want to save the document to disk or open it. If you choose to open it, your word processor will be launched and the report will be displayed.

Note: This document is a report only. Any changes made to the document are not saved in the system. Any changes to courses or programs must be made using the CurricUNET system.

Proposing Courses/Programs

New Courses

There are two choices available for creating a new course. You can create one from scratch or copy an existing course and make the needed changes.

To create a new course: Click on the Courses text link found in the Create section of the main menu. This will take you to the My Courses screen displaying courses already in the system. Click on the Create text link which corresponds to the course type you will be creating. This will take you to the screen where you will enter the course information and continue to complete the steps necessary to create a new course.

To copy an existing course: Search for the course you want to copy by using the Course text link then searching for the course you would like to copy. The search results screen will display a list of courses already in the system. To the left of the course information, you will see several icons.

The 🏴 icon is used to create a PDF document of the course.

The 🖊 icon takes you to the Course Construction screen where the course can be edited.

The ▤ icon is used to copy most of the existing course for modification and new course submission. Clicking this icon will take you to the New Course screen where you can make needed changes and then continue on to the Create Course entry screen to complete the steps necessary to create a new course

Note: The approval steps are the majority of the course that **will not** be copied when using the copy icon. All of the assignments etc… **will be** copied.
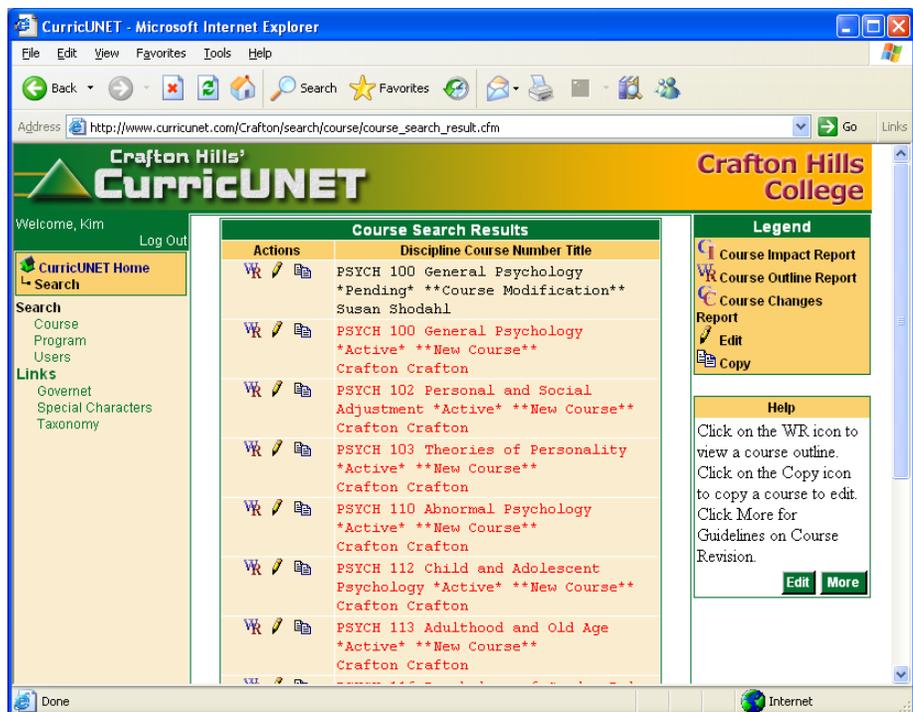
The Search Area

The search area is broken into three catagories: Course, Programs, and Users.

You can search each of these categories by clicking on the text link found in the Search section of the main menu.

Course Search Results Screen

After performing a course search, you will be brought to this screen. This screen will display a list of courses matching the search criteria you have entered. To the left of the course information, you will see several icons.

The ▩ icon is used to create a PDF document of the course.

The ▤ icon is used to copy most of the existing course for modification and new course submission.

The Course Construction Screen

This screen is available only while the course is in the development stage. *Once a course has been launched, modifications can no longer be made.*

The construction screen consists of three sections. The first section contains descriptive information about the course or program such as the subject, course number and title, etc. This section also contains the Add Co-Contributor text link used to add co-contributors to the course or program.

The second section contains the Course Checklist. This consists of the different areas of course/program development. To the left of each area is a checkbox. The box will be blank if the area **has not been** marked as complete and will show a checkmark if it **has been** marked as complete.

The third section of the construction screen is the Help section.
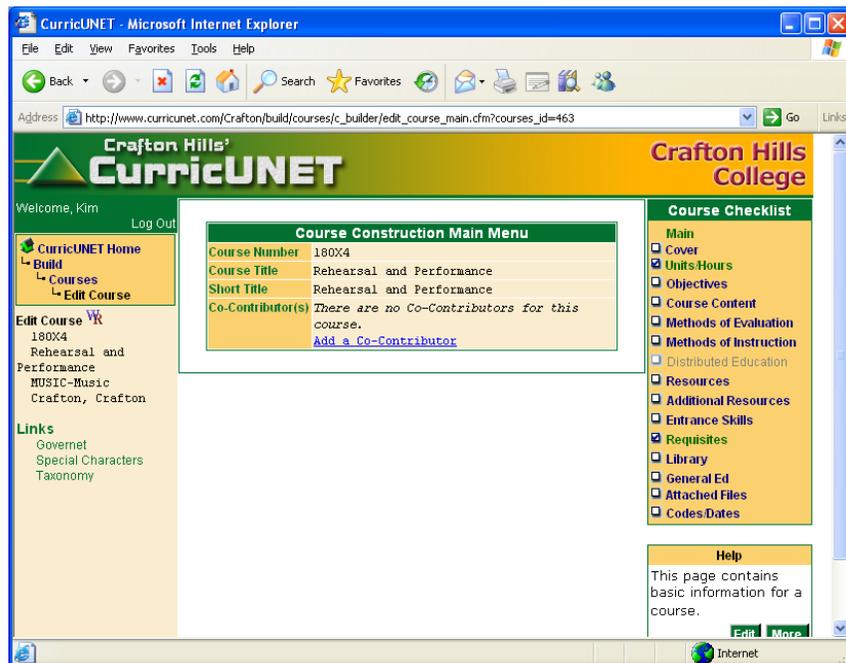
You can move directly to any checklist area by clicking on the text links. You can do this even if the area has been marked as complete. Once an area has been marked complete, you can open it for editing by entering the area and clicking the Unlock button at the bottom of the screen.

Once all of the areas have been marked as complete, the course is ready to start the approval process. Once launched into the approval process, changes can no longer be made and the appropriate people will be notified that the course needs review and approval.

Course Screens

If at any point while in the entry and edit screens, you want to leave, you **MUST** use the save and finish button on the bottom of the screen or much of your work may not be saved.

Cover

This screen is where most of the descriptive information is entered about a course. When you are finished entering information click "Save". If the page is complete, click "Finish". You will notice this will place a check mark in the box next to the page in the Course Checklist as well as lock the page for editing to show it is complete. This is the same for every page in the Create Course process. Keep in mind most sections of this page must be filled out before it can be marked as complete.
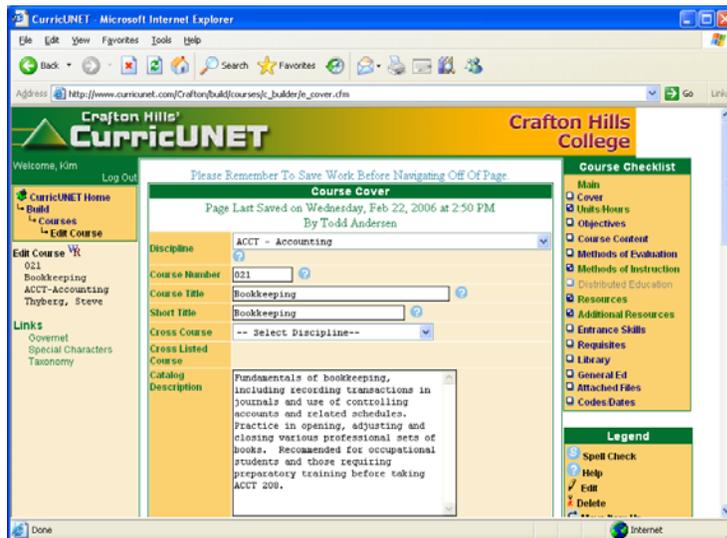
Units/Hours

This is where you will enter/edit course information such as lecture and lab hours, work experience, etc. and if the course is repeatable.
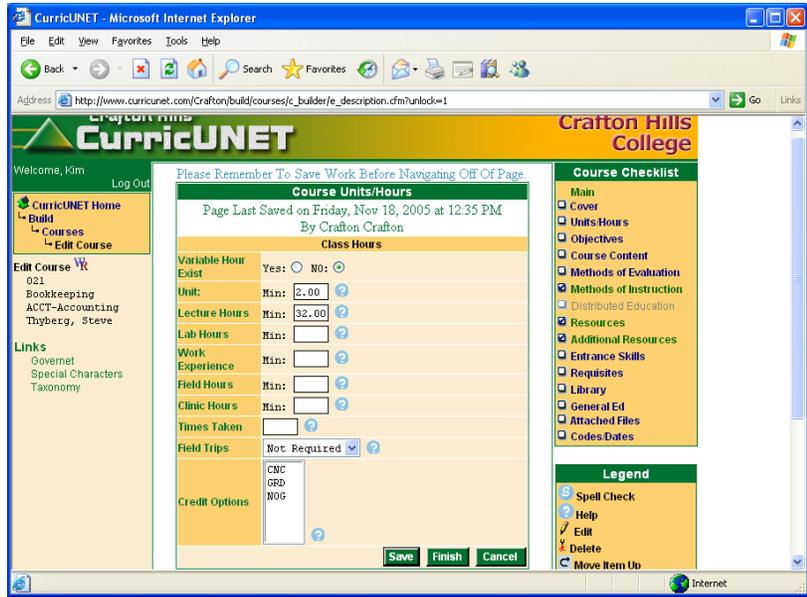
Objectives

The purpose of this section is to convey the expectations of what students are able to do after successfully completing the course. In a well-integrated course outline, course objectives are the basis for the rest of the course outline.
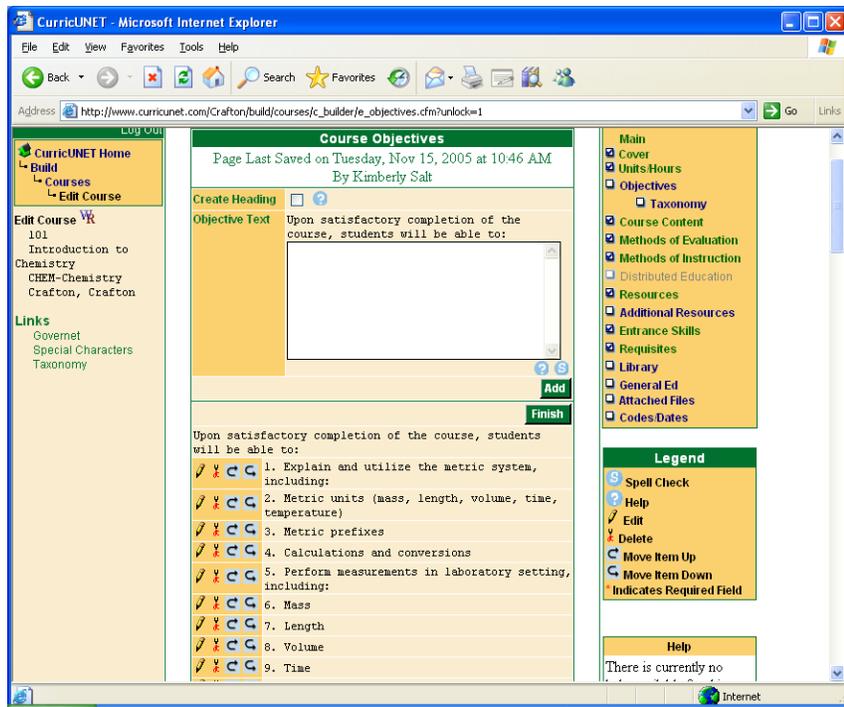
Course Content

This is where the course's content is entered in outline format. Tools are available on this page to format the outline properly, as well as a spell check tool.
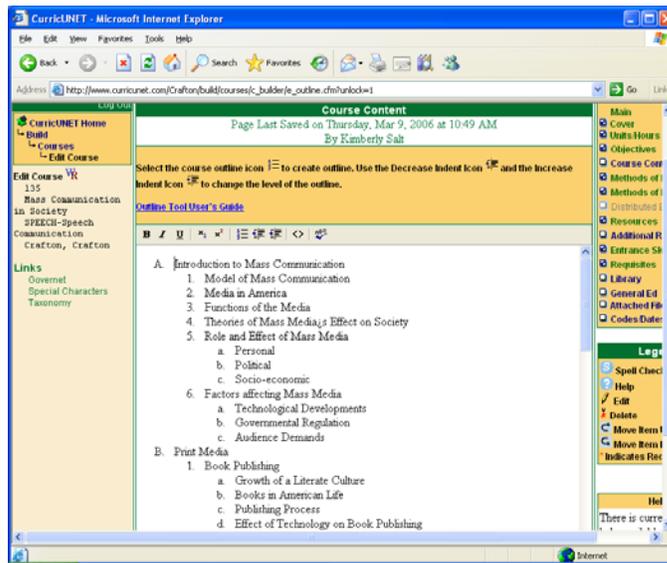
Methods of Evaluation

This screen is where you will enter /edit the methods of assessment. This section defines the ways students will demonstrate that they have met the objectives. Tools are available on this page to format the information, as well as a spell check tool.
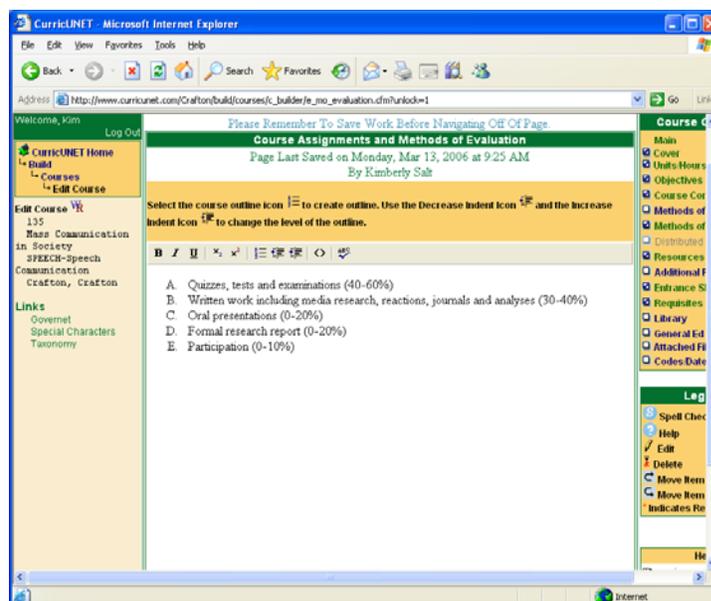
Methods of Instruction

This page is used to document the methods of instruction used for the course. This list should be of methods that are *usual and expected.* Place a check mark in all methods that apply and/or list custom methods in the "Other Methods" section.
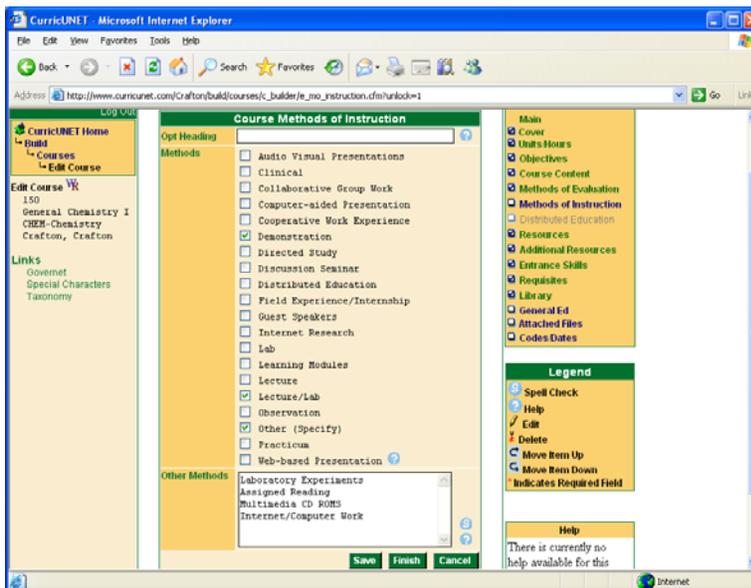
Distributed Education

If the method of "Distributed Education" is selected on the Methods of Instruction page, the Distributed Education and Contact Type links in the Course checklist will become available to edit. Enter the appropriate information and save and/or finish the pages.
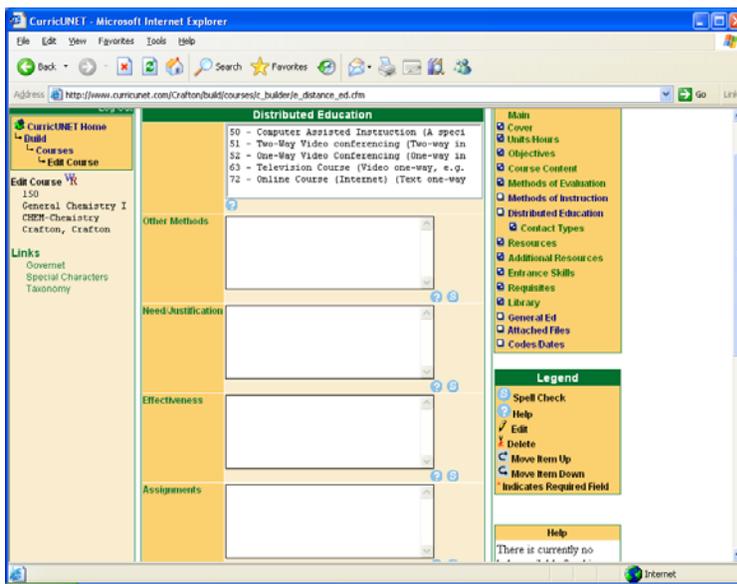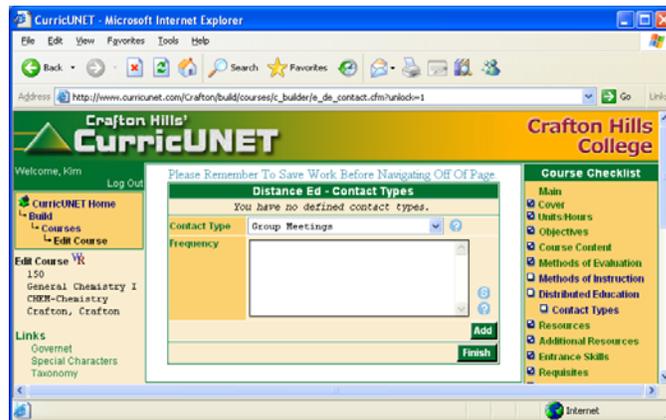
Resources

On this screen you will be able to enter all resources related to the course, such as books, manuals & periodicals. Click "Add" in each section to add either a book, manual or periodical. When you are finished entering resources click the "Finish" button at the bottom of the page. (Note: When entering a textbook edition only place the number in the area, curricunet will add "th" or "rd".)
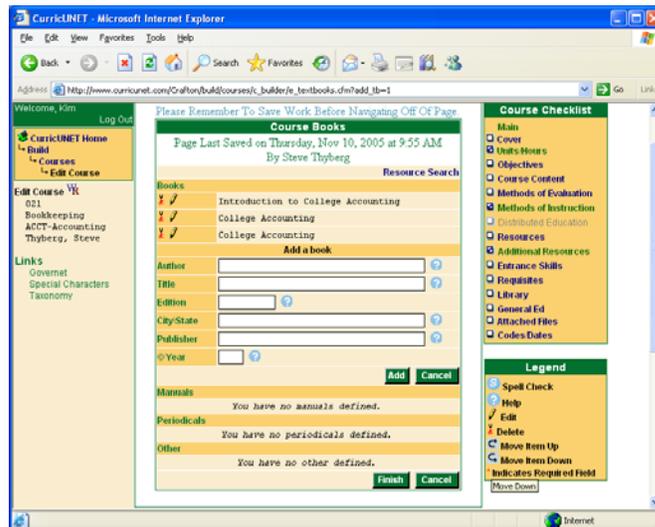
Additional Resources

If additional resources need to be entered that do not fit under books, manuals or periodicals, they can be entered here. Add each resource separately by typing the information in the textbox and clicking "Add". Each resource can then be edited by using the (🖊) or deleted by using the (✂) icon.
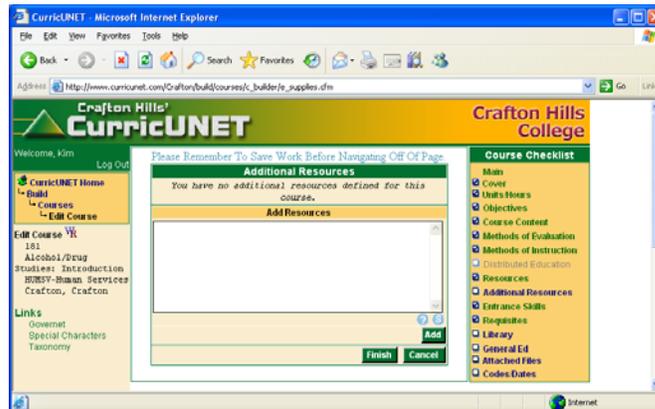
Entrance Skills

On this screen, you are able to enter all the entrance skills needed for the course. You can choose the type of entrance skill by using the radio button to select either requisite skill or recommended skill. Add each skill separately by entering information into the textbox and clicking "Add". After a skill has been entered, it can be edited by using the (🖊) icon, deleted by using the (✂) icon, or moved up or down in the list by using the (↻) or (↻) icon.
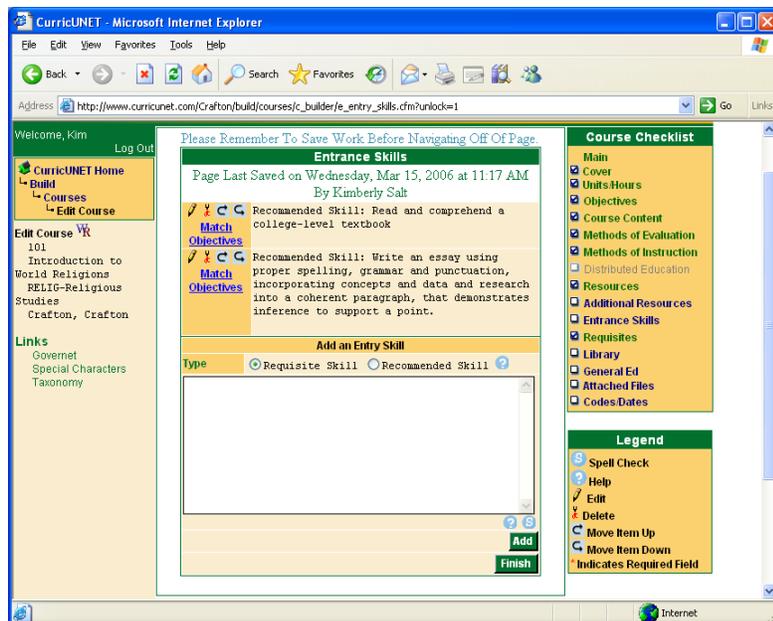
Match Objectives

You can match objectives for each skill by clicking the "Match Objectives" link next to the skill. (*NOTE: In order to choose, a prerequisite course, you must have some of the entrance skills matched with the exit skills of the prerequisite course.*) Do this by choosing a Discipline and Course. You will then see a list of objectives, to use these, place a check mark in the box next to each objective you want. Each objective will then show next to the skill on the Entrance Skills page. You can remove and objective by clicking the "Remove" link next to it.
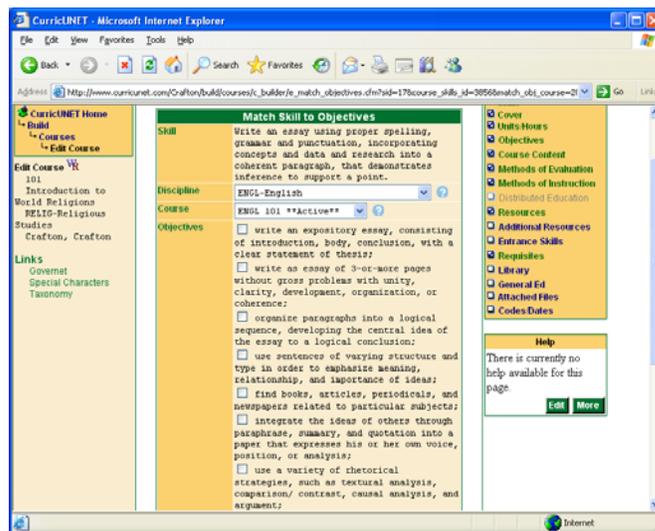
Requisites

This screen is used to list requisites for the course. Use the drop down box to choose the type of requisite and click "Add". Fill in the appropriate information and click "Add" again. After a requisite is added, you can edit it with the ( ) icon, delete it with the ( ) icon, or move it up or down in the list with the ( ) or ( ) icon. *(NOTE: You can only select a prerequisite if you have matched your entrance skills!)*
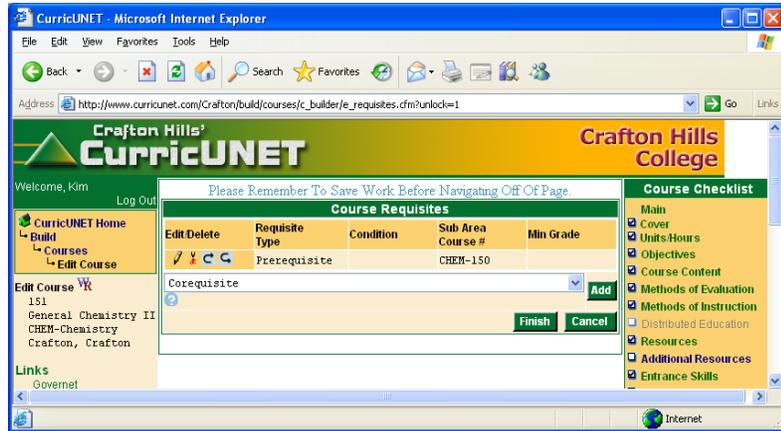
Library

This screen is used to enter library resources.
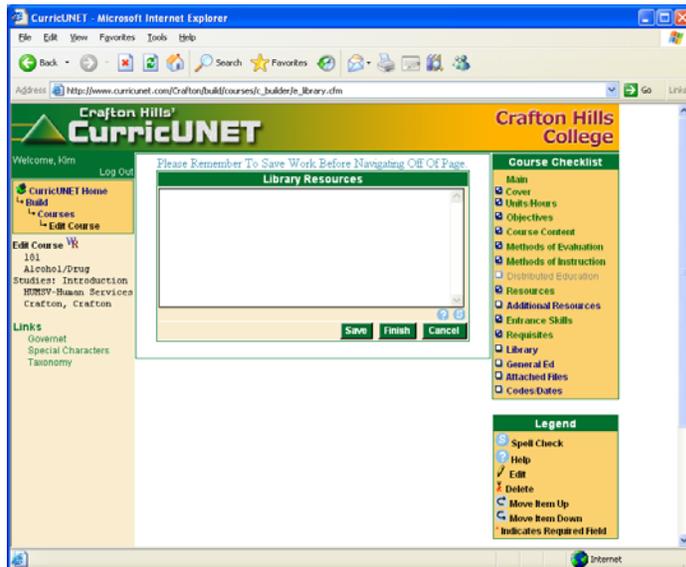
General Education/Degree/Transfer Course

On this screen choose what the course is proposed for from the drop down box and choose the appropriate options. Note: if you are proposing a course as a general education course, you must justify it in the Need for the Course on the cover page.
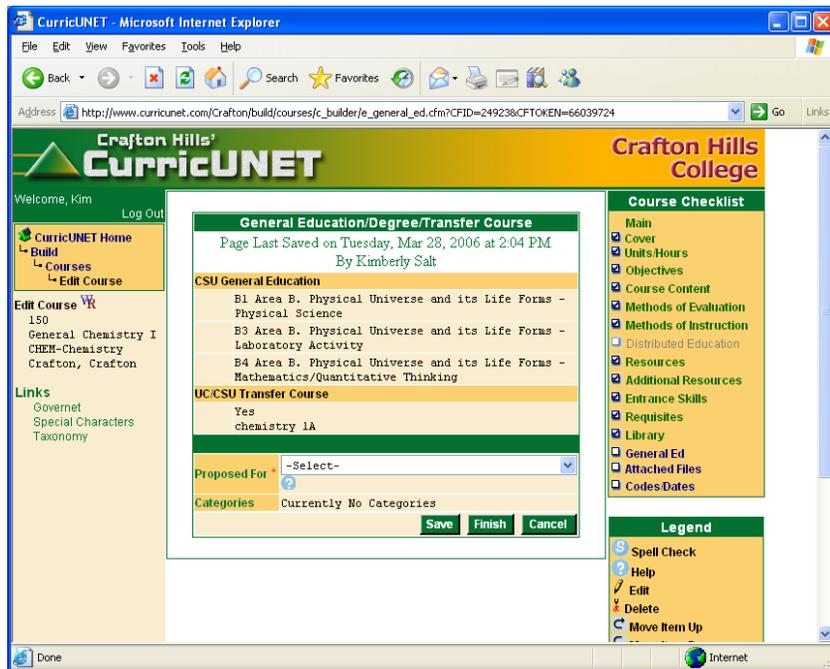
Attached Files

This allows you to upload files to attach to the course outline such as samples or appendices.
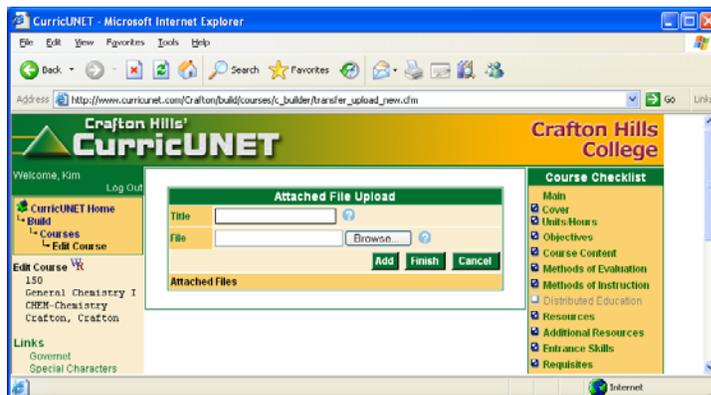
Creating a New Program

To create a new Program, click on the "Programs" link under the Build area of the main menu on the left hand side of the screen. Then click the "Create New Program" link under the Programs menu. This will bring you to the Create New Program entry screen. Enter the appropriate information and click "Save".
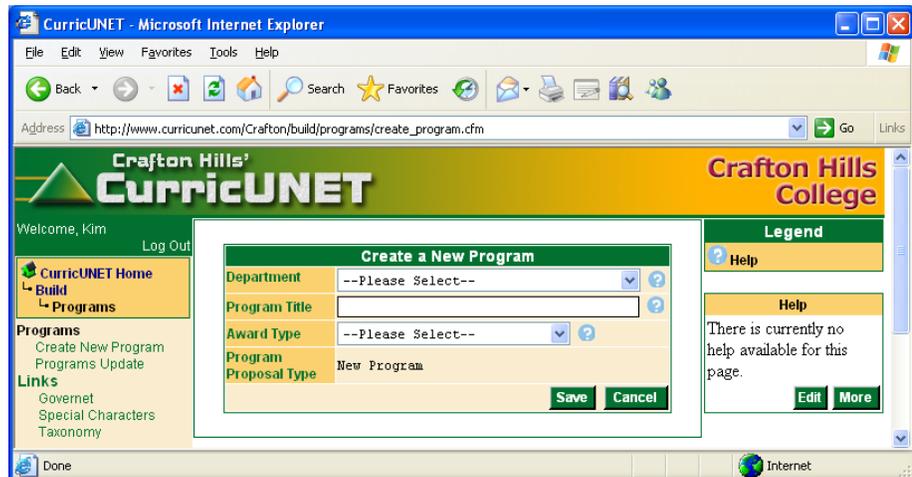
Program Construction Main Menu

You will then be taken to the Program Construction main menu. Here you will see the information you just entered to start creating the new program as well as a link to add a Co-Contributer. You will continue to build the Program using the Program Checklist on the right side of the page. Click on the link for the next screen in which you would like to add/edit information.
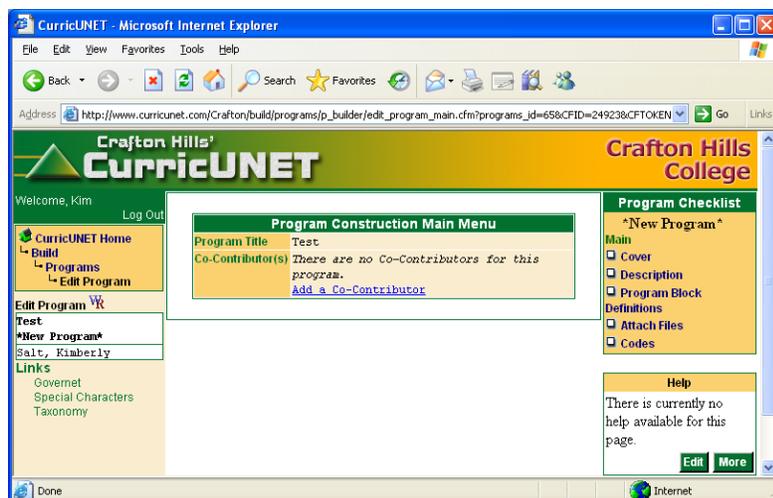
Cover

This screen is where most of the descriptive information about the program is entered. When you are finished entering information click "Save". If the page is complete, click "Finish".

Description

This screen is used to enter the program description. Editing tools are available to properly format the description, as well as a spell check tool. Keep in mind this will be the description that will appear in the College Catalog.

Program Block Definition

This screen is where block definitions for the program will be entered. You can also choose whether to have the units calculated or list a range. When you have entered the appropriate information, click "Add". Once a definition has been added, it can be edited by using the ( ) icon, deleted by using the ( ) icon, or moved up or down in the list by using the ( ) or ( ) icon.
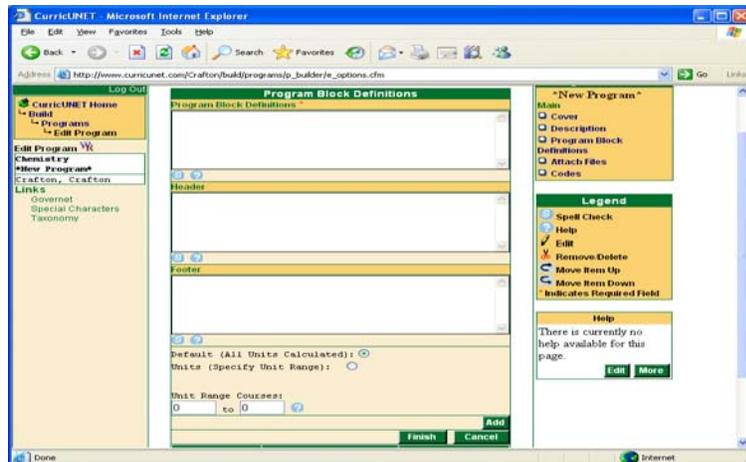
Program Courses

After a definition has been added, you will be able to add courses to it by clicking the "Courses" button next to each definition. Each course is added separately by filling in the appropriate information and clicking "Add". When you are done adding courses to the definition, click the "Done" button. This will take you back to the definitions page where you can finish.
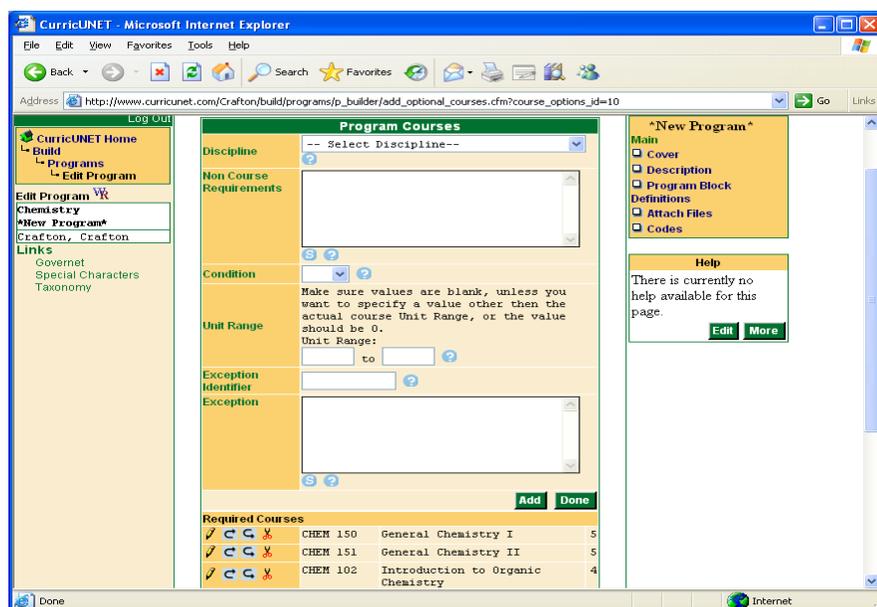
Attach Files

Here you can upload files that you want attached to a program.
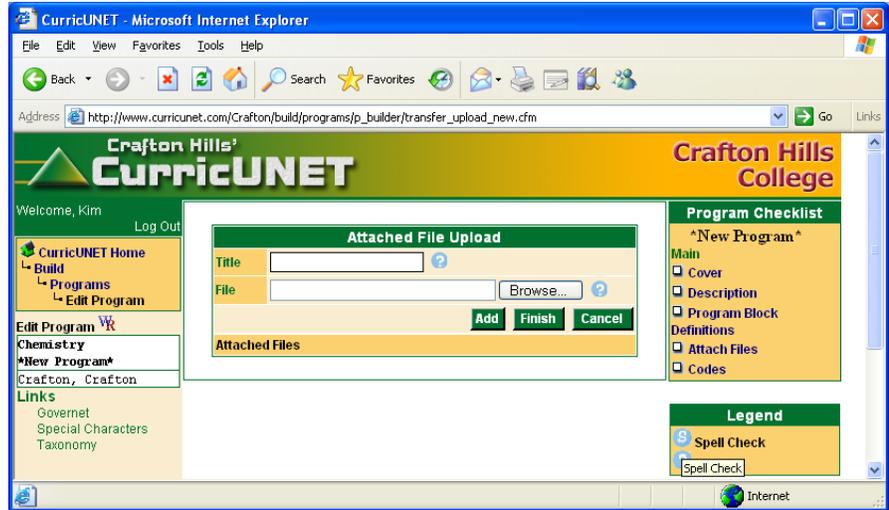
Program Modification/Deletion

Recall that the search area is broken into three catagories: Course, Programs, and Users.

You can search each of these categories by clicking on the text link found in the Search section of the main menu.

Program Search Results Screen

After performing a program search, you will be brought to this screen. This screen will display a list of programs matching the search criteria you have entered. To the left of the course information, you will see several icons.
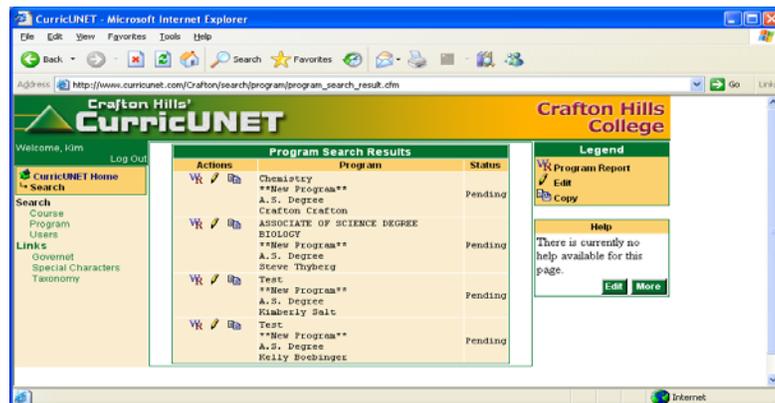
The ![icon] icon is used to create a PDF document of the course.

The ![icon] icon is used to copy most of the existing program for modification, program deletion and new program submission.

To Modify or Delete a Program, select the copy icon and follow the instructions given for a New Program Creation.

Course Data Entry Help

Help Descriptions

Page: Course Cover

Discipline:

Refer to the current catalog for the correct discipline listing for your course submission.

Course Number:

Before assigning a number to your course, consider the following parameters:

- *010-099* Multipurpose courses applicable to the Associate degree, but generally not to the Baccalaureate.

- *100-299* Basic lower division courses usually applicable to both the Associate and Baccalaureate degrees (courses numbered 100-199 are generally considered first-year level and courses numbered 200-299 second-year level)

- *900-999* Courses not applicable to the Associate degree.

Check with the Instructional User Liaison in District Computing Services to make sure a number hasn't been used before. In addition, any course substantially similar in objectives and content to a SBVC course should be given the same number as the SBVC course whenever possible. Dissimilar courses must be given different numbers.

There are a number of other issues to consider when assigning a course I.D. number. The number should make sense in terms of the general progression of numbers in the department and discipline. Prerequisites should precede in numbering any classes requiring them. Sequences of courses should be numbered accordingly. Some types of courses are assigned consistent course I.D. numbers across all disciplines, including special topics courses (246, 247, 248), and work experience courses (198).

You should also consider articulation issues. For example, if you want courses to transfer to the UC or CSU systems, consult with the CHC Articulation Officer before assigning a number.

Course Title:

This is the descriptor used to identify the course in the *Schedule* of *Classes* and the *CHC Catalog.* The course title is all some students know about the content of a course, so make it as descriptive as possible.
No two CHC courses can have the same title. For instance, "Fundamentals of Physics" cannot be the title of an introductory and an intermediate course. Consult the *SBVC Catalog* for parallel courses as well.

Catalog Description:

Write a short paragraph giving a concise overview of topics covered in the course. The course description should be consistent with the goals, objectives, and content of the course.
The heart of the catalog description is its summary of the course's content. It should be thorough enough to establish the comparability of the course to those at other colleges, convey the role of the course in the curriculum, as well as to distinguish it from other courses at the college. At the same time, it should be brief enough to encourage a quick read. Make the catalog description appealing and easy to understand.
Compose the catalog description using short phrases rather than complete sentences. Consult the current catalog for examples.

Schedule Description:

The purpose of the schedule description is to convey the content of the course in a manner briefer than the catalog description. It should contain the most essential information from the catalog description in just a few lines. Like the catalog description (perhaps even more so) students make the decision of whether or not to take a course based on its schedule description. Make the schedule description appealing and easy to understand.

Need for the Course:

The purpose of this section is to meet the need criterion spelled out in the September 2001 Curriculum Standards Handbook published by the California Community College Chancellor's Office. According to this document, there must a "demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program." Faculty interested in developing a new program should begin the planning process by contacting the Office of Program Development.

Need may be demonstrated by:

- Data demonstrating student demand.
- Compliance with a transfer agreement.
- Job market information including statistical data, employer surveys, and trend analysis.
- Compliance with the requirements of an accrediting agency or agencies.

In this section, clearly state how the course fulfills a degree or certificate requirement, or other need. Specifically, you should include information regarding whether the course fulfills applies to and/or is a requirement of an A.A. or A.S. degree and/or transfers to UC, CSU and other institutions. This information should also be reflected on the "Course Outline Proposal and Approval" form. The CHC Articulation Officer is responsible for negotiating transfer and articulation agreements. Therefore, it is important that you consult that individual as you write and/or revise a course outline to find out what agreements are in place. **DO NOT ASSUME YOUR COURSE WILL TRANSFER TO ALL INSTITUTIONS.**

If you are submitting course outlines which you hope to be approved for either Intersegmental General Education Transfer Curriculum (IGETC) or the CSU General Education Breadth Requirements, you should submit those outlines the college curriculum committee NO LATER than the first week in October.

If you are submitting course outlines which you hope to be approved as a CHC general education course, then you must place the justification for why the course meets a particular area of the general education philosophy in this section.

This section may be composed either in paragraph format or as a list using proper outline format.

Goals for the Course:

The goals of the course should follow from the need demonstrated. This section should present the role of the course in the major programs or general education areas it serves. Consider all of the following questions.

- How is this course appropriate to the college's mission?
- How does this course fit into the general scheme of the department(s) and/or program(s) which it serves?
- How does this course enhance the program(s) and/or department(s)?
- How does this course address the different concerns identified in need for the course?
- How does the role of this course differ from that of similar courses?

Ensure this section speaks to the goals of the course, not the goals of the students who take the course.

Some courses are not intended to be a part of an existing program approved by the Chancellor's Office. These courses are called "stand alone courses." Examples of stand-alone courses include interdisciplinary, pre-collegiate

basic skills, English as a second language and orientation courses among others. If yours is a stand-alone course, identify it as such in this section and describe its role in the general curriculum. Stand-alone courses do require independent State Chancellor's Office approval. See the Dean of Program Development for assistance with this process.

This section may be composed either in paragraph format or as a list using proper outline format.

Page: Units/Hours

As a California Community College, we must calculate unit/hour equivalencies according to the "Carnegie Unit," a value incorporated into Title V, Section 55002.5.

According to Title V, "one-unit of community college credit requires three hours (of work on a student's part) throughout a term of 16…weeks. For lecture classes, this 3 hour requirement is traditionally fulfilled with one hour meeting (in class) plus assignments that requires students to work two hours outside of class."

Therefore, a three-unit lecture course would meet in class for three hours per week (1 hour per unit x 3 = 3). (The actual length of seat time in full term classes at CHC may be slightly less than this since CHC semesters are 18 rather than 16 weeks.) Furthermore, instructors in a three hour lecture course should assign work requiring students to work an additional six hours outside of class (2 hours per unit x 3 units = 6)

Title V continues, "for laboratory classes, this three hour requirement may be fulfilled by either 2 hours in lab plus assignments requiring students to work 1 hour outside of class or three hours in lab, (with) no assignments outside of class."

In general, the nature of a laboratory requires students to do the majority, if not all their work, on campus in the laboratory. Therefore, the two hours normally required for outside class work in a lecture course is spent in lab, or less frequently divided between the lab and outside of class.

Following these guidelines then, Title V offers the following possible configurations for the courses we teach most often, three and four unit courses:

Three units of credit requires…

For lecture classes:
>   3 hours lecture with 6 hours of assignments outside of class

For lecture/laboratory combination classes:
>   2 hours lecture with 4 hours of assignments outside of class
>   **AND**
>   2 hours laboratory with 1 hour of assignments outside of class

OR

4 hours laboratory with no assignments outside of class

Four units of credit requires…

For lecture classes:

4 hours lecture with 8 hours of assignment outside of class

For lecture/laboratory combination classes:

(Version 1)	*(Version 2)*
3 hours lecture with 6 hours of assignments outside of class	2 hours lecture with 4 hours of assignments outside of class
AND	**AND**
2 hours laboratory with 1 hour of assignments outside of class	4 hours laboratory with 2 hours of assignment outside of class
OR	**OR**
3 hours laboratory with no assignments outside of class	6 hours laboratory with no assignments outside of class

Other configurations between lecture and laboratory hours may exist. If you have difficulty calculating the number of semester units or have questions, see the Curriculum Committee Chair or your department's representative to the Curriculum Committee for assistance.

Minimum Semester Hours:

Assigning the amount of semester units a course earns allows you to determine the minimum semester hours, or the minimum amount of class time required for a given class. The minimum number of lecture hours for one semester unit has been established as 16. So, for a 3-unit lecture course, the minimum semester hours would be 48 (16 minimum semester hours per unit x 3 units = 48).

For courses requiring types of work other than lecture, the California Community College Chancellor's Office has established the following equivalencies:

Type of Activity	*Minimum Semester Hours Per Unit of Credit*
Lecture	16
Laboratory	48
Studio	48
Field Work	60
Clinic	60
PE / Activity	48
Self Paced (Independent Study)	48

Always calculate the semester units to the nearest .25, rounding down rather than up. **DO NOT ROUND UP.** For example, a 30-hour lecture course will yield 1.875 units (i.e., 30 divided by 16). Rounded down to the nearest .25, this will calculate at 1.75 units.

Note make sure to place the minimum number of semester hours for the course, whether it's offered in a full term (18 weeks), as a late-start class, or during the summer semester.

Page Objectives:

Effective instructional design begins with well written objectives. All courses applicable to a college degree are required to demonstrate critical thinking. As stated in the Statewide Academic Senate's paper, *Stylistic Considerations in Writing Course Outlines of Record,* "the incorporation of critical thinking must be evident throughout the course outline but particularly in the Objectives, Methods of Instruction, and Methods of Evaluation. It must be clear that students are expected to think critically, are instructed in how to do so, and are held accountable for their performance." It must be clear to students that they are expected to think critically, instructed in how to do so, and held accountable for their performance. The students must master the objectives and show through the methods of evaluation that they have done so.

For the reasons described above, course objectives must also be measurable. According to the Statewide Academic Senate's website for Curriculum Development, this is accomplished through using "active verbs for observable behaviors." For example, a course objective such as "to understand the process of polynomial factoring" is neither active nor observable. Instead, this objective should be written to require students "to demonstrate the ability to factor a polynomial."

A useful way to understand this concept is through Bloom's Taxonomy. Which utilizes verbs for cognitive, affective and psychomotor outcomes. Keep in mind many courses will use only one category of outcomes.

Page: Course Content

Compose your course's content section in outline format, using the outline tool on this page. Arrange sections chronologically with major and minor headings following whatever pattern you desire.

For general education courses the Course Content should be detailed enough to convey the topics covered fully but not so lengthy that a quick scan cannot ascertain the scope of the course. Do not merely copy the Table of Contents of a textbook.

Be descriptive and illustrative, citing types and examples whenever appropriate. Remember that the course content is not the same as a syllabus, but you do need to detail the minimal topics covered by the course, regardless of the individual instructor or section.

In many vocational programs the content is predetermined by the accreditation body; therefore, the Course Content section for these programs may be much longer.

Page: Entrance Skills

There must be a clear connection between the entrance skills listed in this section and the exit skills of the requisite/recommended courses.

A. Requisite Skills
For courses with prerequisites or corequisites, list the specific behavioral and cognitive skills that students must possess in order to successfully complete the course. List only skills gained from the requisite course(s) without which students will be highly unlikely to succeed in the course. Most often, corequisite skills will take the form of certain lab procedures or clinical experiences students need in order to comprehend the material presented in lecture, or vice-versa. The "Requisite Skills" section will provides basis for student challenges of prerequisites and corequisites. If a student can prove that he or she possesses the listed skills, the challenge should be upheld. Also consider that the objectives, course content and assignments and methods of evaluation should also demonstrate why and how these specific requisite skills are necessary for the successful completion of the course.

B. Recommended Skills
As with the requisite skills, list the specific behavioral and cognitive skills that are recommended in order to successfully complete the course. List only skills gained from the recommended course(s) without which students will be less likely to succeed in the course.

Title V states that "in all courses, except for computational or skill-demonstration courses, the grading of students must include in part the writing of essays."   However, as stated above, Title V also places limits on English courses as prerequisites in any discipline other than English. For this reason, recommended skills often involve the level of writing faculty expect of their students. When revising or creating course outlines keep the following points in mind:

- If students are expected to be able to write coherent *paragraphs* in order to pass your course, you should recommend that students complete ENGL 015 before attempting your course.

- If students are expected to write *essays or research papers* independently in order to pass your course, you should recommend that students complete ENGL 101 before attempting your course.

Page: Methods of Evaluation

This item is specified in Title V Section 55002.a.3 as follows:

"The course outline shall also specify types or provide examples of required reading and writing assignments, other outside of class assignments…and methods of evaluation for determining whether students have met the stated objectives."

Keep in mind that the themes established by the course objectives must be integrated into the methods of evaluation. Assignments in the course must be appropriate to and measure the stated objectives. Furthermore, for degree applicable courses, the assignments and methods of evaluation must require students to think critically. Critical thinking involves course work that asks questions for which there is not a single right answer or poses non-routine problems and requires explicit analysis and evaluation of the answers against criteria appropriate to the field.

Begin this section by describing and giving examples of assignments which reflect the coverage of all the course objectives and course content. You may wish to attach representative examples of assignments.

It is not necessary that the list of assignments and methods of evaluation be comprehensive, only that it is representative of the types of work that students might complete in order to demonstrate their mastery of the course objectives. As with methods of instruction, the assignments and methods of evaluation must set parameters for instructors, yet preserve their academic freedom to structure the course to their strengths as an educator.

In addition to listing graded assignments, give the basis for how the course grade will be assigned. Describe what percent of the final grade in the course should be based on a particular assignment or type of assignment. Use a range rather than a fixed percentage, unless a fixed percentage is required by an outside accrediting agency. For example, rather than a fixed percentage such as "Exams equal 50% of final grade," state that "Exams equal 40 – 60% of final grade." Ensure that the ranges allow each required method of evaluation to be represented in the final grade. (This involves adding the various minimum and maximum percentages to ensure the total equals 100%.)

Title V regulations do not allow community colleges to grade on the basis of attendance alone. You may, however, include participation as a method of evaluation. However, participation may not comprise any more than 10% of the final grade in the course.

It is not necessary to include a grading scale (e.g. A = 90% - 100%, etc.) in this section.

Page: Methods of Instruction

Describe the range of instructional methods appropriate for the objectives of this course. If, for example, an objective of the course is self-criticism of original work, lecture alone will not suffice as a method of instruction. Some examples of methods of instruction include lecture, discussion, field trips, in class exercises, group projects and so on.

If all instructors agree, you may list just one teaching pattern. However, instructors have the academic freedom to choose how they will achieve course objectives, so define parameters appropriate to the course but with enough flexibility to accommodate different teaching styles. If various methods can be used, describe the options fully.

The Statewide Academic Senate, in a paper entitled Components of a Model Course Outline of Record recommends that the methods of instruction "should provide real guidance to instructors in designing their class sessions. For example, rather than stating 'lecture' the description might be 'lecture and demonstration by instructor, with in-class practice, including feedback, coaching, and evaluation by the instructor.'"

It is intended that the methods of instruction will list what is *usual and expected.*

Page: Resources

List several representative texts for the course. **LIST A NUMBER OF REPRESENTATIVE TEXTS** rather than only one. Each of the texts listed should be recently published and clearly recognized by those in the discipline and at other institutions as major works that reflect the fundamental theories and practices of the subject. This item is important since the selection of texts plays a remarkably strong role in articulation of a course. Some colleges and universities approve or disapprove courses for articulation based on the text because they believe it is a good indicator of the rigor of the course content. Where available, texts listed in the course outline should be no more than five years old.

Page: Additional Resources

List any commonly required supplementary materials, such as student resource manuals or computer software. Instructional materials may also include a clinical or field syllabus required by an accrediting body.

Page: Requisites

This section allows you to identify the requisite courses or other conditions necessary for enrollment in the course as well as identify those courses or qualifications which are recommended, yet not required of students. The following definitions should assist you in making this determination.

A *prerequisite* is a condition of enrollment that must be met <u>before</u> enrolling in a course. A prerequisite is not a course we would like students to have completed before entering another course, but rather a course which provides instruction in skills "without which students will be highly unlikely to succeed" in subsequent courses.

The *SBCCD Policy for Prerequisites, Corequisites, and Recommended Advisories* allows for the establishment of specific prerequisites for admission into a designated program. In order to establish a prerequisite for a program, the proposed prerequisite needs to be approved as a course prerequisite for only one specific course required as part of the program. Thus, you can list "Acceptance into the Program" as a prerequisite, as long as the course(s) and other requirements which have been designated as prerequisites to the program are approved as prerequisites for a specific course in the program.

Furthermore, we cannot list high school courses as prerequisites for our courses since we have no verification that students who successfully complete the high school course have mastered certain skills unless we have a Board Approved Articulation Agreement with that specific high school. Title V regulations direct the articulation of high school courses through

articulation agreements. See the Office of Program Development for more information.

Finally, Title V states "a course in communication or computation skills may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills only if, in addition to conducting a content review, the district gathers data according to sound research practices and shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite." In other words, designating an English, reading or mathematics course as a prerequisite in any discipline other than English, Reading or Mathematics requires additional data collection. In general, these courses should be listed as departmental recommendations rather than prerequisites.

A *corequisite* is a condition of enrollment that must be met <u>while</u> enrolled in a course. For example, some natural science courses require a corequisite laboratory for students to master the material. Like prerequisites, a corequisite is not a course we would like students to take at the same time as another course; the connection between corequisite courses must be clearly demonstrated for the corequisite to be approved.

Keep in mind, it is possible for course A to be a corequisite to course B, yet course B not be a corequisite to course A. For example, all students enrolling in ASTRON 160, Astronomy Laboratory, must enroll in ASTRON 150, Introduction to Astronomy. However, a student enrolling in ASTRON 150 may do so <u>without</u> enrolling in ASTRON 160.

A *departmental recommendation* is a condition of enrollment that is advised, but not required of the student before enrolling in a course. Departmental recommendations do not block students from enrolling in the class, so they require less stringent scrutiny than prerequisites and corequisites. Departmental recommendations are classes that develop skills and knowledge that enhance the student's ability to excel in the course, but without which the student can still successfully complete the course.

If the prerequisite, corequisite or departmental recommendation of your course involves the college's assessment process, use the following wording in the comment section:

> ***course ID* "or eligibility for" *course ID* "as determined through the CHC assessment process"**

Main Menu Bar

This section provides an overview of the main menu bar in CurricUNET.
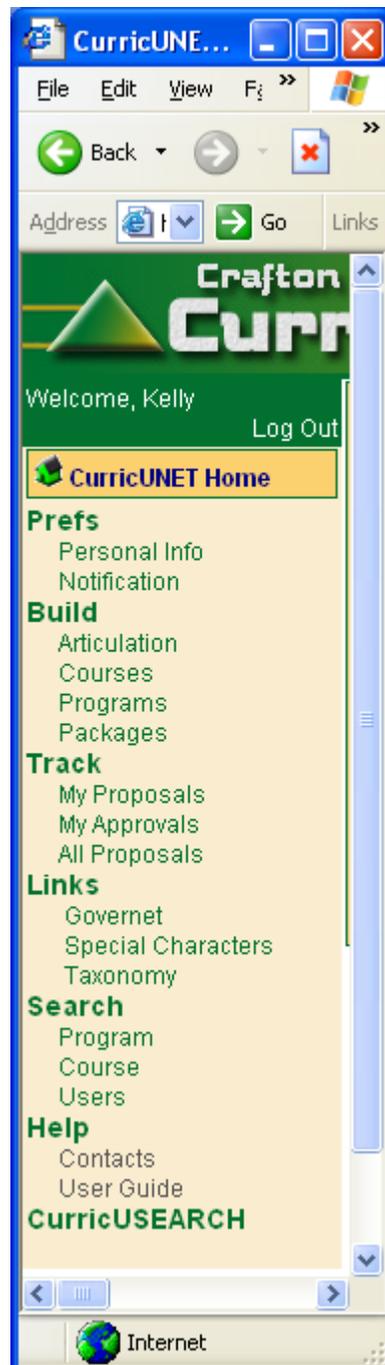
The **Log Out** text link will log you out of the CurricUNET system.

The **CurricUNET Home** button takes you to the Home Page of CurricUNET. This page provides an entry point into the system.

The **Prefs** area contains user personal information as well as email notifications.

The **Build** area is where the artictulations, courses, programs and packages are created, edited or deleted.

The **Track** area is where proposals and approvals can be tracked.

The **Links** area contains links to web sites, outside the CurricUNET system, which you may find useful.

The **Search** area is where all course, program and user searches are conducted.

The **Help** area contains important contact information and the CurricUNET user guide.

The **CurricUSEARCH** area allows you to search for course outlines at other campuses that utilize CurricUNET.

Six-year Review Criteria

Please use the criteria below in your assessment of the course.

Criteria

1. Is the course content current?

2. Does the catalog description still accurately describe course content? Does it include intended audience?

3. Are the prerequisite/co-requisite/advisory statements still appropriate?

4. Are all assignments still relevant? (Appropriate Readings, Writing Assignments, Appropriate Assignments that Demonstrate Critical Thinking, Outside Assignments)

5. Do the required texts have accurate citations and are the publications dates no older than 5 years? (*exceptions are allowable under certain circumstances, such as if the only text available is an edition more than five years old or where pamphlets on government regulations that haven't changed are older*.)

Follow the six-year review course revision proposal instructions. Even if the course changes are minor or no changes are made, a course revision proposal must be launched and complete the approval process in order to be officially recorded as a "Six-Year Review".

Six-Year Review Course Revision Proposal Instructions

You may want have copies of the current course outline of record and the Six-Year Review Criteria as references.

Even if the course changes are minor or no changes are made, a course revision proposal must be launched and complete the approval process in order to be recorded as a "Six-Year Review". The type of proposal you will create is a Course Modification (Including Activation).

1. You should already be logged in to CurricUNET. If not log in using your user name and password. (If you do not have a user name and password contact your Dean to request access.)

2. From the main menu on the left side of the screen select "Courses" under **Build**.

3. From the menu on the left side of the screen select "Course Update" which will take you to a screen to search for the course you want to change.

4. Enter the search criteria to find the course record you want to change.
    a. Select "Active" for Status
    b. Enter the course number
    c. Use the drop down menu to find the discipline
    d. Click "OK"

5. The course will display in a list after you click "OK". You will see several icons to the left of the course and course title. Click on the "copy" icon, which looks like two pieces of paper. Clicking this icon creates a new proposal in the system, which is linked to the currently active record. (Once the new proposal is approved the changes will replace the currently active record.)

6. After you click "OK" you will see the Course Modification Screen. This screen displays some basic information about the course.

    On this screen there are two important fields that need to be filled out correctly. The first is the "Proposal Type". Since you've determined that the course requires changes based on the six-year review criteria, you should choose "Course Modification" as your proposal type.

    The second important field to be filled out is the "Rationale" field. Please be sure to fill in the box so those reviewing the proposal know that the changes are in relation to the six-year review process.

    Then click "OK".

7. Once you click "OK" you will be on the main data entry page. On the right side of the screen there are several data screens listed under "Course Checklist". Click on each title to display the different data entry screens. Make changes as needed per your six-year review criteria. Be sure to "Finish" each screen as you are done. This will confirm that all required fields have been filled out. **Please Note:** If no changes are being made on a particular screen it still needs to be marked as "finished". Make sure all required fields are filled out on the screen (marked with a red asterisk) and click "Finish".

8. Once all the checklist screens are finished (they will be green with a check mark in the box next to the title) you can complete the proposal process.

   A green button with the word "Submit" will appear on the right side of the screen when all required fields are finished. Click on the button to continue the proposal process. The CurricUNET system verifies all required fields are filled out and it assigns the correct approval process for the proposal type you selected.

9. Once you click on the "Submit" button you should get a message that says the audit was successful, click on the "My Approvals" link to start the approval flow for your proposal.

10. Since you created the course proposal you are the "originator". Select "originator" from the drop down menu and click "Next".

11. After you click "Next" the screen will display any proposals you have created which require you to take action. Find the course proposal you created and note that it is at "Level 1: Pre-Launch" (This is the first step in the approval process)

   Click on the "Action" button. Now you will see the course and title listed and a text box in which to make comments if desired. The action selected is "Pre-Launch". When you are ready click "Submit"

   Congratulations! Your course proposal has started the approval process. However you have <u>one more</u> step to take in the approval process. Once your college's dean, librarian and articulation officer have reviewed your proposal you will be required to launch your proposal through the rest of the approval process. CurricUNET will send you an e-mail message when the articulation officer has reviewed your proposal indicating it is ready to be launched; then follow these few steps:

   1. Login to CurricUNET with your user name and password.
   2. Click on "My Approvals" from the main menu on the left side of your screen.
   3. Choose "Originator" as the role from the drop down menu and click "Next"
   4. Find the course on your list of approvals (note it is at "Level 3: Launch") to be launched and click "Action"
   5. Make any desired comments and click "Submit"

Your proposal will continue through the approval process and be reviewed by the various positions in the approval process. It may require some minor changes or edits as your college curriculum committee reviews it and/or when Curriculum Committee reviews it, in either case you will be notified.

Checklist for New or Revised Course Outlines

Use this checklist as a guideline to evaluate courses submitted for Curriculum Committee Approval.

Technical	*Yes*	*No*	*Content*
1. Discipline If it is a new discipline, does it have a proper TOP code abbreviation?	☐	☐	
2. Course Title Is the course title properly capitalized	☐	☐	
Is the course title different than the titles of other courses in the college catalog?	☐	☐	
	☐	☐	Is the course title descriptive of the course?
	☐	☐	Will the title give students a clear and helpful idea of the content of the course in the schedule of classes and college catalog?
3. Course ID Has the course number already been assigned to another course?	☐	☐	
Check with the SBVC catalog to align the course numbers if appropriate	☐	☐	
	☐	☐	Is the course numbered appropriately based on the content of the course (e.g. 900, 000, 100 or 200 level)?
	☐	☐	Is the course numbered appropriately based on the sequence of courses in the discipline?
	☐	☐	Is the course numbered appropriately based on prerequisites, corequisites or departmental recommendations?
4.A. Prerequisites Does the course have a prerequisite? *(If no, go to 4.B.)*	☐	☐	
Does the prerequisite listed teach the required entrance skills listed in the outline?	☐	☐	
	☐	☐	Have the entrances skills been matched to demonstrate that without the prerequisite, students would be highly unlikely to succeed in the course?

Technical	Yes	No	Content
4.B. Corequisites			
Does the course have a corequisite? *(If no, go to 4.C.)*	☐	☐	
Does the corequisite listed teach the corequisite skills listed in the outline?	☐	☐	
	☐	☐	Have the entrance skills been matched to demonstrate that the course and the corequisite need to be taken simultaneously?
4.C. Departmental Recommendations			
Does the course have departmental recommendations? *(If no, go to 5.)*	☐	☐	
Does the departmentally recommended course teach recommended entrance skills in the course outline?	☐	☐	
	☐	☐	Have the entrances skills been matched to demonstrate the need for an advisory?
5. Semester Units			
Have the units been correctly calculated to the nearest .25 unit?	☐	☐	
6. Minimum Semester Hours			
Have the minimum semester hours been calculated properly based on type of instruction and semester units?	☐	☐	
7. Need for the Course			
	☐	☐	Does the course outline clearly state how this course fulfills degree, certificate, transfer or other requirements?
	☐	☐	Is the need for the course supported by student demand, compliance with transfer agreements, matriculation data, and/or job market information?
	☐	☐	Is the course not redundant of existing courses?

Technical	Yes	No	Content
8. Goals for the Course			
	☐	☐	Are the goals of the course stated in terms of how the course helps fulfill the college's mission?
	☐	☐	Are the goals of the course stated in terms of how the course is distinguished from other courses in the discipline?
	☐	☐	Are the goals of the course stated in terms of how the course enhanced the program and/or department's curriculum?
9. Catalog Description			
Does the course description clearly communicate to students what they will learn in the course?	☐	☐	
Is the course description consistent with the goals, objective and course content listed elsewhere in the course outline?	☐	☐	
Is the catalog description brief, in phrases rather than full sentences and without grammatical errors?	☐	☐	
10. Schedule Description			
Is the schedule description a clear summary of the catalog description?	☐	☐	
11. Entrance Skills **A. Required Skills**			
Does the course have prerequisites and/or corequisites?	☐	☐	
Are the required skills listed matched with the course objectives listed in the prerequisite and/or corequisite course outline(s)?	☐	☐	
11. Entrance Skills **B. Recommended Skills**			
Does the course have departmental recommendations?	☐	☐	
Are the recommended skills listed matched with the course objective listed in the departmentally recommended course outline?	☐	☐	
	☐	☐	Are departmentally recommended writing courses chosen appropriately?

Technical	*Yes*	*No*	*Content*
12. Course Objectives			
	☐	☐	Does each course objective tell the student what they are expected to do in the course?
	☐	☐	Do the objectives correlate with the course content, assignments, and methods of evaluation listed elsewhere in the course outline?
	☐	☐	If the course is degree applicable, do the course objectives use terms that demand critical thinking including cognitive, affective and/or psychomotor outcomes?
	☐	☐	Do the course objectives use verbs that are active, observable and measurable?
	☐	☐	Are the number of course objectives listed sufficient, yet not overwhelming?

13. Representative Texts and Instructional Materials

	Yes	No	
Are the author(s), dates of publication, titles, editions, city and state of publication and publisher of the texts listed in correct APA bibliographic format?	☐	☐	
Are the texts and instructional materials the most recent editions available?	☐	☐	
Is more than one text listed in the course outline?	☐	☐	
Are instructional materials listed appropriate to the type of course being proposed?	☐	☐	

14. Course Content

	Yes	No	Content
	☐	☐	Does the course content correspond with the course objectives listed in the course outline?

15. Methods of Instruction

	Yes	No	Content
	☐	☐	Are the methods of instruction appropriate for the presentation of the course objectives listed in the course outline?

Technical	*Yes*	*No*	*Content*
16. Assignments and Methods of Evaluation			
Are a number of methods of evaluation listed, with an appropriate percentage range for each?	☐	☐	
Is attendance not listed as a method of evaluation and participation no more than 10% of the final grade?	☐	☐	
	☐	☐	Do the assignments listed prepare the student to meet the course objectives listed in the course outline?
	☐	☐	Do the methods of evaluation listed appropriately evaluate the students mastery of the course objectives listed in the course outline?
	☐	☐	Are the assignments and methods of evaluation described in sufficient detail to ensure rigor of the course is maintained?